Classroom Guidance Lesson Plans

Lesson Subject: Communication

Grade Level: 5th Grade

Materials Needed: *Blackout*

Objective: Students will define communication, identify things that interfere with communication, and identify different types of communication.

* Prompt students for a definition of communication
  + Communication is the process of sending messages in order to share thoughts, feelings, or information
* There are two different types of communication
  + Verbal
  + Non-verbal
* Prompt students for examples of both
  + Verbal: talking face to face, over phone, etc.
  + Non-verbal: gestures, body language, facial expressions, etc.
* Give students examples of both
* We communicate every single day almost every second of every day but there are times when we communicate ineffectively
* Read *Blackout*
* Ask students to summarize story in their own words
* Why do you think I would read you this story when talking about communication?
  + What were the characters in the book doing most of the time before the blackout?
    - On phones, video games, computer, etc.
  + During the blackout? After?
    - Communicating with one another face to face
  + In our world today, how do we most often communicate with others?
    - Technology is a big part of our world (cell phones, internet, online forums, etc.) and a big part in the way we communicate
    - At times, like in the book, it can cause us to miss out on communication opportunities with those who we care about
    - At other times, we can use technology to communicate, but need to be careful when doing so
  + What is missing in communication when we are not face to face with others?
    - Body language, facial expressions, etc.
    - Provide students with examples of text messages that can be read the wrong way
  + What else can cause a breakdown in communication?
    - Visual distractions
    - Noise level
    - Speed of other person
    - Tone of voice
* Play “Telephone”
  + After the game discuss why it was difficult to get the message to go all the way around the circle without a breakdown in communication
* Communication is a two-way process and is not easy but by being aware of the forum we are using, our body language, and the words we choose, we can make sure that we get our message across effectively

Lesson Subject: Feelings

Grade Level: 1st Grade

Materials Needed: *A Ball for Daisy,* Happy (good)/ Sad (not good) notecards

Objective: Students will identify feelings words and learn healthy ways to express “uncomfortable feelings”.

* Read *A Ball for Daisy*
* Have students summarize in their own words
* What happened to Daisy’s ball?
* How do you think Daisy felt when she was playing with the ball?
  + Happy
* How do you think Daisy felt when her favorite ball was destroyed?
  + Sad, Mad
* How could you tell?
  + The way her face looked
  + The way her head fell
* Prompt students to list feeling words
  + Happy, sad, mad, scared, excited, embarrassed, etc.
* You said that we could tell how Daisy felt by the way her face looked; show me how your face looks when you are: sad, mad, scared, happy
* Prompt students to tell you some things that make them happy, sad, mad, scared
* Discuss “happy” as being a comfortable feeling
  + We like the way happy feels
* Sad, mad, and scared can be “uncomfortable feelings”
  + We don’t like the way that they feel
* When we have these uncomfortable feelings, we act certain ways. What is one thing you might do if you are mad at your sister?
* There are good (healthy) ways for us to get these feelings out and there are not good (unhealthy) ways that we get these feelings out
* Good vs. Not Good feelings game
  + Give students two notecards (smiley face and sad face)
  + Read examples of feelings and reactions and have students hold up the card to indicate whether or not they think it is a healthy or unhealthy way to express feelings
* Role-Play
  + Healthy ways to express anger
    - Belly breath
    - Push, Pull, Dangle
    - Counting to 10
    - Using your words
  + Healthy ways to express fear
    - Using your words (I-Statements)
    - Belly breath
    - Counting
  + Healthy ways to express sadness
    - Crying
    - Using your words
    - Drawing
* Other ways?
* Summarize Lesson

Lesson Subject: Careers

Grade Level: 3rd

Materials Needed: *Me … Jane,* Interest Inventory, beach ball

Objective: Students will identify areas of interest and will understand the connection between career choice and interests. Students will learn the definition of a job versus a career.

* Is there a difference between a career and a job?
* Define Job
  + A job is something we do to make money in order to get the things that we need
* Define Career
  + The work you do over a period of time or years
* Read *Me … Jane*
* Have students summarize in their own words
* Tell me about Jane. What did she enjoy?
  + Outdoors
  + Animals
  + Her toy chimp Jubilee
  + Books
* We call these things “interests”
  + Something that we enjoy or that draws our attention
* How are interests related to career choice? Think about Jane.
  + Our happiness depends on doing things that we enjoy. Even when it comes to our careers.
  + If you loved working outside would you be happy working in an office somewhere as a career?
  + If you hated to write, would you become a journalist?
* Have students take the interest inventory
  + Go through with students
  + They must list a career that will match their interests
* Career Naming Activity
  + Have students get in a large circle
  + Pass beach ball around circle (everyone gets it once … boys have to pass to a girl and girls have to pass to a boy)
  + When you receive the beach ball, you must share one interest that you had and one career that you think you would enjoy that would fit that interest
* Do you have to decide now? No, but it is important that you begin thinking about your interests!!

Lesson Subject: Grief

Grade Level: 3rd-6th grade students in a small group setting

Materials Needed: *Grandpa Green,* Interview questionnaire

* Read *Grandpa Green*
* Discuss the book and iron out misunderstandings
  + What do the pictures show us?
  + Who is the little boy?
  + What does it mean at the end of the story when the author says that the garden “remembers” things for Grandpa Green?
  + What are some of the memories Grandpa Green had that the little boy was learning about?
* I want you to think about the person in your life who you have lost.
  + I would like for each of you to go around and share one special memory that you have with the person you lost.
* Why are memories important in the grieving process?
  + They give us a chance to think about all of the good things that we shared with that person
  + They help us to heal and to work through the process of grief
* Some of you might only have a few special memories with the person you lost.
* Go over “Family Interview” page
  + Read over questions out loud
* I would like for each of you to take this home with you and interview a family member
  + Ask them to answer these questions about the person in your family who you lost
  + Share the special memory that you had with that person as well
* Next time: We will go over the new things that you learned about your lost loved one